

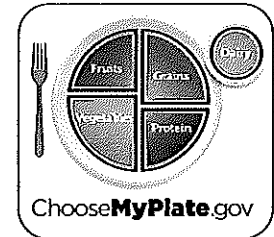
LESSON 1

Food Group Fun

Student Learning Objectives:	National Health Education Standards:
1. Explain the importance of eating a variety of foods from all of the food groups.	• Self Management
2. Classify foods according to the food groups.	• Core Concepts

Lesson Synopsis

Describe a variety of nutritious foods using food footprints. Introduce the five food groups and give examples of foods belonging to each group. Play musical food footprints to categorize foods into food groups. Sort food footprints into food groups and review the reasons to eat a variety of foods from all five food groups.



Activity	Time in Minutes	Materials Needed
Introduction	5	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Activity Set: "Food Footprints," Michigan Model for Health Clearinghouse, one set • Food Photos, Michigan Model for Health Clearinghouse OR Food Models, National Dairy Council (Suggestion) • Book: <i>Food Alphabet</i>, by David Drew (Extension Activity) • Book: <i>Elmo's Breakfast Bingo (Happy Healthy Monsters)</i>, by Random House and Louis Womble (Extension Activity) <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> • Teacher Reference: "Food Footprint Directions" (Suggestion) • Teacher Reference: "Food Footprint Pattern" (Suggestion) <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Poster board, many colors (Suggestion) • Glue (Suggestion) • Scissors (Suggestion)
Teacher Input	7	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Poster Set: "MyPlate: Know Your Food Groups," Michigan Model for Health Clearinghouse • Book: <i>Oliver's Milk Shake</i>, by Vivian French (Extension Activity) • Food Photos, Michigan Model for Health Clearinghouse OR Food Models, National Dairy Council (Extension Activity)
Application or Skill Practice	15	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Activity Set: "Food Footprints," Michigan Model for Health Clearinghouse • Food Photos, Michigan Model for Health Clearinghouse OR Food Models, National Dairy Council (Extension Activity) • Book: <i>I Will Never Not Ever Eat a Tomato</i>, by Lauren Child (Extension Activity) • Book: <i>Our Lunch Boxes</i>, by Anne Givlieri (Extension Activity) <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Music for footprint game, any song can be used • Cassette or CD player

Closure	3	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Bulletin Board Set: "Children Around the World," Frank Schaffer (Extension Activity) • Book: <i>The Ugly Vegetables</i>, by Grace Lin (Extension Activity) <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> • Family Resource Sheet: "Food Group Fun" • Teacher Reference: "Family Letter: Healthy Snacks" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • World map (Extension Activity) • Yarn (Extension Activity) • Art supplies (Extension Activity) • Magazines (Extension Activity)
TOTAL	30	

Preparation

For Introduction:

- **Use** the activity set, "Food Footprints," or **read** the teacher references, "Food Footprint Directions" and "Food Footprint Pattern," to make your own using food pictures. **Assemble food footprints**, one per student, according to directions in the teacher reference. If you wish, have students help you. Laminate footprints, if possible.

For Teacher Input:

- **Display** the poster set, "MyPlate: Know Your Food Groups." Spread out the signs for the different food groups so that when students are classifying foods they will have space to make a stack of "foods."
- **Read** the family resource sheet, "Food Group Fun," to gain information on the food group guidelines for first graders.

For Closure:




- **Duplicate** the family resource sheet, "Food Group Fun," for students to take home.
- **Personalize and duplicate** the teacher reference, "Family Letter: Healthy Snacks," for students to take home.

LESSON PROCEDURE

Introduction: Describe the importance of eating a variety of healthy foods.



Approximately 5 minutes


Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Introduce the unit.	<i>We are going to learn about eating healthy and being physically active, two very important health habits. Let's start with healthy eating.</i>	

Identify foods on food footprints.	<p>Place food footprints in a large circle on the floor.</p> <p>Ask each student to stand beside a footprint.</p> <p><i>You are standing beside a footprint with a picture of a food on it. When I stand by you, I want you to tell the class what your food is. Then you may sit down on or next to your footprint.</i></p>	 <p>Use the teacher reference, "Food Footprints Directions," as a reference if you are creating your own footprints using food photos or food models.</p> 
Discuss the importance of eating a variety of foods.	<p><i>What do you think all of these foods have in common?</i></p> <p>Answers: They all help our bodies to grow, have energy, and be healthy.</p> <p><i>How do you think these foods are different from one another?</i></p> <p>Answers: They belong to different food groups. Each food group gives us different things we need to grow and stay healthy, such as vitamins, minerals, and other nutrients.</p> <p><i>It is important to eat a variety of foods in order to get all the different things our bodies need to grow and be healthy, such as vitamins, minerals and other nutrients. We can be sure we are getting a good variety of food if we eat foods from the five food groups each day.</i></p>	 <p>Read one or both books, <i>Food Alphabet</i> and/or <i>Elmo's Breakfast Bingo</i>, to reinforce the importance of eating a variety of foods from each food group.</p>
Introduce the lesson topic.	<p><i>Today, we will learn about the five food groups so we can pick foods wisely.</i></p>	

Teacher Input: Introduce the five food groups.





Approximately 7 minutes



Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Name each food group and identify foods from each group. Use the poster set, "MyPlate: Know Your Food Groups," as a visual.	<p><i>Let's find out what foods will keep your body healthy.</i></p> <p>Name each food group and point out the food group on the poster.</p> <ul style="list-style-type: none"> • Grains • Vegetables • Fruits • Dairy • Protein Foods <p>Ask students to name some foods from each food group.</p> <p>Augment the information on the food groups by selecting information appropriate for your students from the family resource sheet, "Food Group Fun."</p>	 <p>Use the food photos or food models to classify foods into different categories, such as food that is soft versus crunchy, food eaten with fingers versus eaten with utensils, etc. For guidance on sorting foods, refer to the Food List included on the Teacher resources flash drive.</p>  <p>Read the book, <i>Oliver's Milk Shake</i>.</p>

Explain foods that don't belong in the five food groups.	<i>Some foods don't belong to any of our food groups because they do not have enough nutrients and/or have too much fat and sugar. These foods may be some of your favorite desserts or treats, such as chocolate chip cookies or soda pop. But they don't give our bodies nutrients to stay healthy. It's okay to eat them once in awhile, but not too much and not too often.</i>	 <p>Foods that do not belong to a food group do not have a recommended number of servings per day. Rather, these foods should be eaten sparingly. They are typically high in solid fats and added sugars.</p>
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Application or Skill Practice: Practice naming foods and classifying foods into food groups.



Approximately 15 minutes




Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Explain how to play musical food footprints.	<p><i>Let's review the five food groups by playing musical food footprints. I will play some music. While the music is playing, walk or march from footprint to footprint. When the music stops, stop and stand beside a footprint close to you.</i></p> <p><i>When I stop the music, I will select three or four of you to name the food on the footprint closest to you and identify the food group to which it belongs.</i></p> <p><i>Then, I will start the music once again, and we'll repeat the process until all of you have identified a food and its food group.</i></p> <p><i>Stand up and get ready to move when the music starts.</i></p>	 <p>Have students make up a Food A, B, C's by naming a food for each letter of the alphabet.</p>  <p>Read the book, <i>I Will Never Not Ever Eat a Tomato</i>.</p>  <p>Read the book, <i>Our Lunch Boxes</i>, to reinforce identification of food groups.</p>
Play musical food footprints.	<p>Play the music and remind the students to walk or march around the circle.</p> <p>Stop the music and wait until all the students are standing beside a footprint.</p> <p>Call on three or four students to name their food and the food group to which it belongs.</p> <p>Repeat until all students have had an opportunity to respond.</p>	 <p>Use variations of the footprint activity. When the music stops, instruct students who are standing on a food from a particular food group to make a gesture. For example, "If you are standing on a food that belongs in the grains group, touch your nose. If you are standing on a food that belongs in the dairy group, squat down."</p>

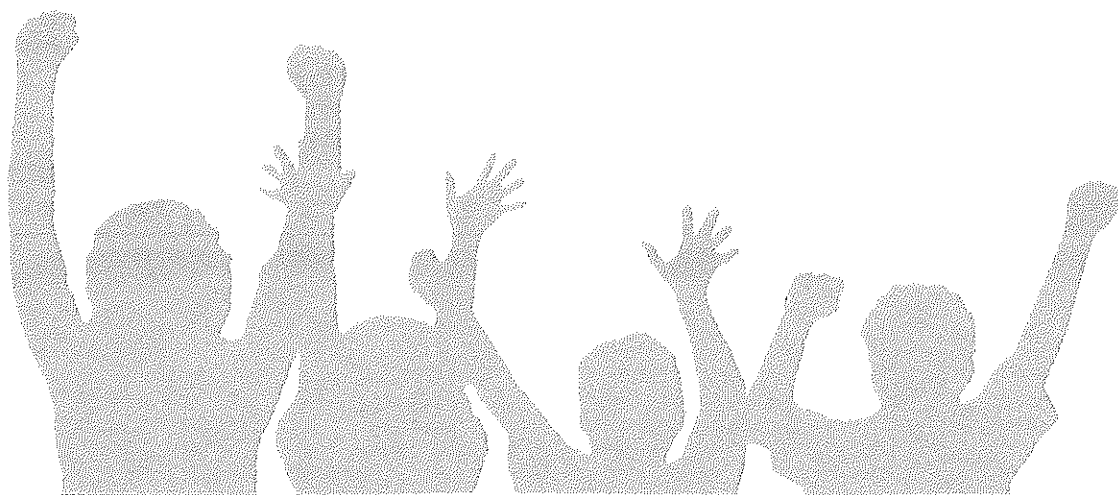
		 <p>Highlight the importance of physical activity as you conduct the footprint activity using different body movements to identify foods from a particular food group. If possible, go outside or to a large, open area in your school to allow for more vigorous movements.</p>
Classify foods by food group.	<p><i>Now, switch food footprints with the person sitting beside you.</i></p> <p>Ask students, one at a time, to:</p> <ul style="list-style-type: none"> • walk to the bulletin board, • show the class their food footprint, • name the food, and • place it under the correct food group picture. <p>Repeat until all students have placed their food footprint under the correct food group.</p>	 <p>Distribute the food photos or food models. Play Twenty Questions to try to guess which food picture a student is hiding. Ask questions that can be answered "yes" or "no."</p>

Closure: Summarize by reviewing five food groups and the importance of eating a variety of foods.

Approximately 3 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Ask students to review what they learned.	<p><i>Who can tell me the name of one of the food groups and an example of a food from that group?</i></p> <p>Call on students until all five food groups have been named.</p> <p><i>Think about one of your favorite foods. Tell your neighbor what it is and what food group it belongs in.</i></p> <p><i>Why is it important to eat foods from all of the food groups, not just your favorite food?</i></p> <p>Answer: We can get all the things our bodies need to grow and stay healthy, such as vitamins, minerals, and other nutrients, when we eat many different foods from all five food groups.</p>	 <p>Display a world map near the "Children Around the World" bulletin board set, and use yarn to connect the children to their countries. Discuss how the climate, vegetation, and animal life of each country affects food choices.</p>  <p>Read the book <i>The Ugly Vegetables</i>.</p>

<p>Distribute the family resource sheet, "Food Group Fun."</p>  <p>Distribute the personalized teacher reference, "Family Letter: Healthy Snacks."</p> 	<p><i>Be sure to share this information with your families so they will know the five food groups, too.</i></p> <p><i>I need some help from your families. This sheet explains what I need. Please take it home and share it with your parents.</i></p>	 <p>Explain that students can have all, or most, food groups represented in each meal. Have them brainstorm a meal they would enjoy and that contains the five food groups. Create a picture of the meal by drawing or cutting out magazine pictures. Share their picture with the class and their families.</p>
<p>Introduce the next lesson.</p>	<p><i>In our next health lesson, we will learn about choosing healthy snacks.</i></p>	



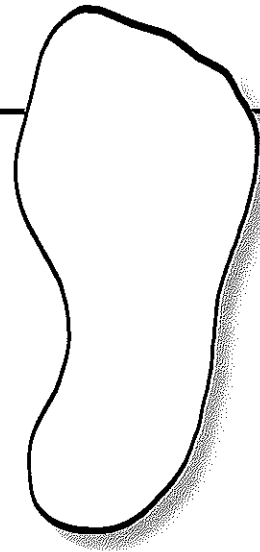


FOOD FOOTPRINT DIRECTIONS

(Use these directions with the footprint pattern, if you have chosen to create your own footprints.)

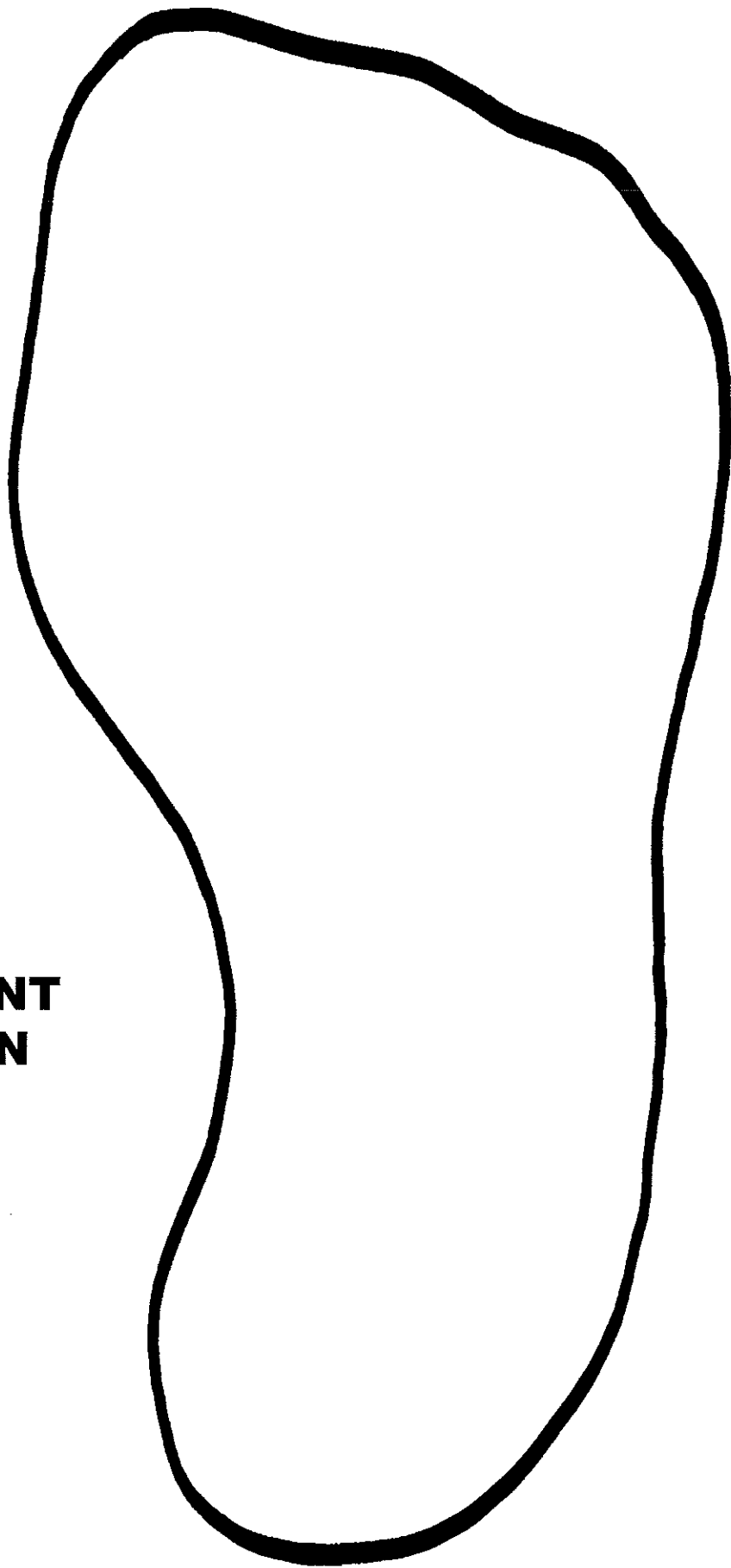
Materials	Health Education Resources <ul style="list-style-type: none">Food Photos, Michigan Model for Health Clearinghouse or Food Models, National Dairy Council Teacher Manual Resources <ul style="list-style-type: none">Teacher Reference: "Food Footprint Pattern" Supplied by the Teacher <ul style="list-style-type: none">Poster board (many colors)GlueScissors
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Directions	<ol style="list-style-type: none">Trace around the footprint pattern on the poster board until you have enough footprints for one per student. Enlarge the footprint pattern on your copy machine to accommodate a few of the larger food pictures, such as lettuce leaves and cereal bowls.Cut out the footprints.Select the same number of food pictures as footprints. Choose nutritious foods and make sure all five food groups are represented. Avoid food pictures that depict foods representing more than one food group, or combination foods.Place one food picture on each footprint and glue in place.You may want to laminate the completed footprints to improve the durability. <p>NOTE: Have students help.</p>
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FOOD FOOTPRINT PATTERN





Family Letter: Healthy Snacks

To: Parents/Family Members

Date:

From: [Teacher's Name]

Re: "Healthy Snacks"

We are studying how to keep our bodies healthy by eating nutritious foods. I need your help, please.

Bring Healthy Snacks

We want to try some healthy snacks. If you are willing to bring in snacks, we will need them on [date].

You might consider fruit or vegetables, an appealing low-fat vegetable dip with cut up vegetables, a low-fat yogurt drink, celery stuffed with hummus, or similar idea.

Here are some optional recipes:

- Funny Butter: Mash together 1/2 cup peanut butter and one large, ripe banana. Spread on whole wheat crackers.
- Fruit Kabobs: String an assortment of fruits on pretzel sticks. Serve.
- Fresh Vegetables and Cottage Cheese Dip: Clean, peel and cut vegetables into manageable sizes.

To make dip, combine in blender: 2 cups fat free cottage cheese, 2-3 tablespoons low-fat milk or reduced-fat sour cream, 2 teaspoons lemon juice, 1 teaspoon instant minced onion. Serve (when smooth) with vegetables.

- Fruit Juice, 100% juice rather than juice drink: Serve in small cups. Four-ounce cups are recommended.

We have [number] students in our class and would like enough for everyone to taste.

There is also a "Special Note" for you to return if you prefer your child avoid certain foods.

If you have questions, the best time to reach me is [time/day of week] at [phone number], or email me at [email address]. Thanks so much!

Teacher's Name



DONATING SNACKS

If you are willing to provide a healthy snack, return this sheet to me, [teacher's name], by [date] so that we can be sure to have a variety of different snacks.

_____ will bring _____
 Parent's Name Type of Snack

May I contact you if I need an alternative snack in order to provide a variety?

_____ Yes Your phone number: _____

_____ No Best time to call: _____

Your email: _____

Deadline for Sign Up: [date]



RETURN THIS SPECIAL NOTE TO ALERT YOUR CHILD'S TEACHER (if needed)

SPECIAL NOTE

Please make a special note that my child, _____, cannot eat the following foods:

_____ Date _____
 Parent's Name



Food Group Fun

**FAMILY
RESOURCE
SHEET**



Your child is learning to select a variety of healthy foods from the five food groups:

- Grains
- Vegetables
- Fruits
- Dairy
- Protein Foods

Help your child have fun as he or she learns to eat a variety of healthy foods.

Mealtime Fun:

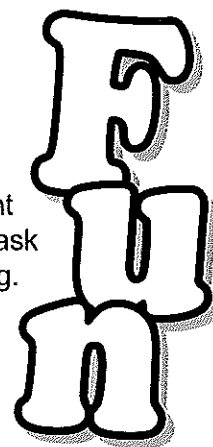
As you eat meals, ask your child to name each food on the plate and tell you in which food group each food belongs.

Kitchen Fun:

Ask your child to help you sort your canned goods. Put foods from the same food group together.



Shopping Fun:

Take your child grocery shopping. As you shop, point to a variety of foods from different food groups and ask your child to tell you to which food group they belong.




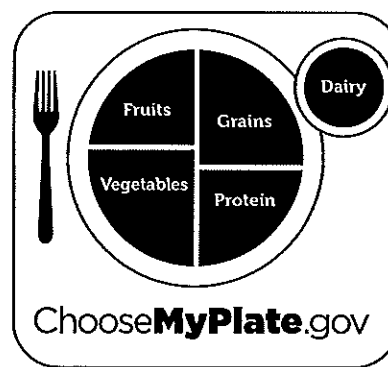
Five Food Groups for First Grade Children

This chart shows the five food groups, the daily amount of food from each food group that an average six-year-old child needs, and tips for estimating and selecting foods.

Food Group	Amount to Eat Daily	Tips for Estimating Amounts	Food Examples	Tips for Making Healthy Food Choices
Grains	Boys and Girls: 5 ounces	One ounce of bread is about the size of a CD with the plastic case. One ounce of dry cereal is one cup or about the size of a baseball. One ounce of cooked pasta, rice, or cereal is 1/2 cup or about the size of a small computer mouse.	Bread, popcorn, pasta, spaghetti, macaroni, cereal, muffin, bagel, tortilla, rice 	Half of the grains eaten should be whole grains. Read the ingredient list on the food label to be sure. The whole grain should be the first ingredient listed. Most foods will say "whole" or "whole grain" before the ingredient name, such as "whole grain wheat." Some exceptions that are whole grain even though they aren't listed that way are brown rice, oatmeal, popcorn, wild rice, and bulgur. Foods from the grain group provide energy.
Vegetables 	Boys: 2 cups Girls: 1 1/2 cups	One cup is about the size of a baseball.	Carrots, spinach, collard greens, sweet potatoes, green beans, pumpkin, corn, broccoli, peas, kale, bok choy, romaine lettuce	Choose a variety of vegetables of each color: red, orange, green, yellow, white, and blue. The more colors you eat, the more vitamins and minerals you get. Foods from this group help fight infections and heal cuts and scrapes.



Food Group	Amount to Eat Daily	Tips for Estimating Amounts	Food Examples	Tips for Making Healthy Food Choices
Fruits	Boys and Girls: 1 1/2 cups	One cup is about the size of a baseball.	Oranges, 100% orange juice, apple, banana, strawberries, blueberries, raisins, grapes, melons, kiwi, pineapple	Choose a variety of fruits of each color: red, orange, green, yellow, and blue. The more colors you eat, the more nutrients you get. Foods from this group promote growth, heal cuts and scrapes and provide fiber.
Dairy 	Boys: 3 cups Girls: 2 1/2 cups	Eight ounces of milk or yogurt is one cup. One and on-half ounces of natural cheese is about the size of two, 9-volt batteries and is equivalent to 8 ounces of milk.	Low-fat milk, 1% milk, yogurt, cheese, chocolate milk, pudding, string cheese, calcium-fortified soymilk	Choose fat free or low-fat options in this group. This food group provides the calcium needed to make strong bones and teeth, a critical nutrient at this age.
Protein Foods	Boys: 5 ounces Girls: 4 ounces	Two or three ounces of meat, poultry, or fish is about the size of a deck of cards. One egg is one ounce. One ounce of cooked dry beans is 1/4 cup. One cup of cooked dry beans, or four ounces, is about the size of a baseball. One ounce of peanut butter is one tablespoon. Two tablespoons, or two ounces, of peanut butter is about the size of a ping pong ball.	Chicken, turkey, peanut butter, nuts, beans, egg, tuna fish, fish, beef, pork chop, tofu, seeds, dried beans and peas	Choose lean meats and poultry. Vary your protein choices by choosing more fish, beans, peas, nuts, seeds, and processed soy products. This food group builds muscles.



These recommendations are for six-year-old children who are moderately active. For sedentary or very active children, the plan must be adjusted. Visit the MyPlate website to learn how much each member of your family should eat. Click on "Daily Food Plan." [wwwChooseMyPlate.gov](http://www.ChooseMyPlate.gov)

To learn what the Action for Healthy Kids Coalition is doing to improve the nutrition, physical education and physical activity environments in schools and communities go to www.actionforhealthykids.com. To get involved in the your state's coalition click on state teams and go to your state's homepage. Ask to be added to the mailing list to get periodic updates.